

SCHOOL ACTIVITIES

The Extra Curricular Magazine

PUBLISHED MONTHLY
DURING THE SCHOOL TERM BY

SCHOOL ACTIVITIES PUBLISHING CO.

1212 West 13th St., Topeka, Kansas

C. R. VAN NICE, EDITOR

R. G. GROSS, BUSINESS MANAGER

Single Copy, 20 cents

\$1.50 per Year

TABLE OF CONTENTS

	<i>Page</i>
Table of Contents.....	1
As the Editor Sees It.....	2
Commencement is Coming.....	3
Social Life in High School.....	5
Extra Curricular Activities.....	6
Building a Basketball System.....	9
The New License—A Monolog.....	10
They Helped Him Decide—Musical Comedy.....	11
GAMES FOR THE GROUP:	
Alphabet Games.....	15
Schoolmaster's Golf.....	16
A New Intelligence Test.....	16
Something New in Baseball.....	16
Contest on Bird Lore.....	17
STUNTS AND ENTERTAINMENT FEATURES:	
Inter-class Banquets.....	18
The Landing of the Immigrants.....	19
Jitney Carnival.....	19
The Box Social Dressed Up.....	20
BOOK SHELF.....	22
COMEDY CUES.....	24

As the Editor Sees It—

With some people the need for public economy has resulted in a cry for a return to the primitive. So completely has time made them forget rough places that they long openly for "the good old times." Of course, they would carry our schools back with them, or perhaps push our schools back first. But our schools are not going back. They are not the feeble influence they once were, and it is mainly by their extra curricular activities, past and present, that they remain relatively safe. Loyalty to our traditional subjects may not be vigorous at a time like this, but school in its entirety has a fixed value in the minds of our citizenry. Students who have taken part in extra curricular activities are broader for it, and more adjustable to the changing life of today.

There is one school superintendent, I am told, who mails every business-reply envelope that comes to his desk. With it he incloses a mimeographed slip saying frankly that he has no school business for the firm to whom the letter is addressed. His note goes on to explain briefly why. If this practice is adopted generally, it will tend greatly to mitigate the nuisance direct advertising has become. School people will no longer have to make the daily search for important letters through wastebasketfuls of circulars. More significant will be the effect on educational magazines. School journals owned by state teachers' associations are calling upon their membership more and more for financial support. Privately owned school publications, like those of professional groups, are able to render the profession less and less service because of the lack of advertising revenue, which is the main support of almost all publica-

tions. The school man referred to seems a little severe in his practice, but he is surely working in the interest of education.

A superintendent makes this statement: "In considering a teacher's application I am far more interested in his extra curricular history than in any proof of scholastic attainment he might bring forth." Most school executives will not admit so much. Yet they want to interview the applicant. The questionnaires they use to learn of the applicant do not emphasize scholarship. Is it not possible that in as far as school is life there is very close correlation between a person's extra curricular history and his personality as people know him? Anyhow, it is safe to predict that many teachers who for next year are left among the unemployed will be men and women whose extra curricular work in high school and college was meager or poorly balanced.

It occurs to me that much of the money that is being spent unnecessarily is being spent by young people. When this comes to the attention of

the layman, schools will be blamed for young people's refusal to live within their means.

Dora B. Craig, of Seattle, in a most excellent article for the *Junior-Senior High School Clearing House*, thus aptly states the proper relationship between the principal and his student groups: "He should be willing to make use of student responsibility where possible but students should feel him as an authority standing by."

Don't think your extra curricular problems are "different."

NEXT MONTH

And in Subsequent Issues:

Pageantry and the Extra-Curriculars, by Lena Martin Smith.

Education Through Play Production, by Mabel Winnetta Reid.

An Experiment in Student Government, by Anna Manley Galt.

A Community High School Commencement Program, by John Lienhard.

Hidden Treasure, a burlesque, by Edith Selter.

Mother's Day, a comedy in one act, by Mart McMillin.

Other Non-royalty Plays, Stunts, Monologs, Games, Money-making Plans, and Feature Articles in the Field of Extra Curricular Activities.

COMMENCEMENT IS COMING.

HAROLD D. MEYER

University of North Carolina.

(This is the fourth of a series of articles by this noted writer in the field of extra curricular activities. "Paragraphs on Student Participation in School Government" appeared last month.)

A successful commencement season calls for previous thought and planning. Organize for this community event NOW. It does not mean that preparation now demands constant work but that planning now will assure the type of program you desire to give. We have been too haphazard about this occasion. It has too often been a last minute event. The season is in a rut. We need to vitalize it. To do this calls for attention now.

Organization is the key word. Determine the number of events and the days required to present them. Assign to someone responsibility for each particular event, plan the program, decide upon the type of events desired, and arrange the budget needed for the proper functioning of the program.

The committee system offers one of the best aids for proper organization. The following committees are those most frequently used: Program, decoration, music, reception, ushers, publicity, exhibits, steering and finance. Scatter the responsibility. Do not have the commencement program on the shoulders of two or three teachers. The more folks engaged in preparation the better the real values of the program should prove.

Decide upon the number of days needed to cover the program. A long-drawn-out commencement is unwise. A week is too much. Perhaps three days should suffice. Have an intensive and stimulating series of programs—well organized and well presented. Another factor is the time element. Be sure that there is a time limit to every event—INSIST ON THIS. Keep within two hours for each event, and where possible within a one-hour period.

START ON TIME AND STOP ON TIME. Even if nothing else goes right in the whole program, have this part perfect. When the program is set for eight o'clock it does not mean eight-thirty. If your community is not trained to be on time, now is a good time to start. It may prove a little inconvenient for a time but once they know things are to start promptly, they will be on time.

There is always a certain amount of

expense attached to the program. How to meet this is sometimes a problem. The best plan is to have this allowance included in the school budget and try to present the program to the community without direct cost. A common practice is to charge a small fee for some events and use the money to defray expenses of other events. Do not tax graduates for their own commencement. Perhaps a few events throughout the year may bring enough revenue.

It is a good thing to have reserved seats for parents, kinsmen, and special friends of the graduates. If the auditorium is a small one and the commencement crowds unusually large, use a ticket admission plan and allow each member of the class a certain number; also each pupil in the school a certain number. In this way you will be sure to get the largest percentage of those directly interested. At each event give the graduating class a conspicuous place. After all, it is THEIR day.

Attend to all printing matters well ahead of time. So often programs are left until the last minute. Try to hold procedure close to program. See that all names are properly spelled and initialed. If possible, put the names of teachers, school officials and board members on the graduating programs. Give the printer time to do a good job. Select diplomas ahead of time so there will be no delay. Too often the graduates get but a piece of paper—blank, at that.

See that the building is properly cleaned—even better than usual. Have the grounds in good order. See that the toilets are in perfect shape and the environment clean. With large groups ventilation is always a problem. Provide the best the building will afford for the occasion. Organize for keeping the place clean during the commencement season. Have a committee responsible for these points. Have them study the problem of proper entrance and exits for functions. This is very important.

Have a committee of ushers. This group can serve many important purposes. They may have uniforms or some insignia. Have them meet a number of times to learn their duties. Be sure they know methods of handling crowds. Remind them to give special attention to invited guests and to hold the late comers back until some break in the program set for the purpose of admitting them.

This committee can make the commencement program a polished one.

Do not allow exorbitant amounts to be invested in class invitations. While it is fine to have them and it means much to the class to have them, hold down expense. Let the announcements be of simple form and inexpensive material. Be sure they are ordered well ahead of time and that the proper number are distributed to each one.

Do not allow flowers to be distributed on the stage. It is often embarrassing to certain ones. Each member of the class might wear a flower or the girls a little corsage but discourage the competition of flower getting and giving. Also do not allow gifts to be distributed from the stage. These things can be sent direct to the home of the individual.

It is advisable to have some regulation regarding clothes. Do not allow graduates to spend large sums for commencement outfits. Have caps and gowns. The school may purchase these and charge a rental. Then all are dressed alike and it makes the occasion a democratic one—a tribute to achievement and not one to ostentation.

The decoration committee can add much to the program. See that the environment is one of beauty. Stress some special decoration for the graduation exercises. The music committee can add much to the program. Have some music at each event. If there are to be special musical programs or numbers, be sure that the participants are ready and polished for the performance.

The commencement season is the one time in the average community when the community gets together as a unit. Give good publicity to the program before and after it is done. Be specific about the date, the place, the hour, and the event. Study methods of good publicity in the local community and use them. Have a publicity committee and have it function through the press of the community and state.

There are many types of commencement programs—the speaker type, the pageant type, the class type, and others. Try to get away from the old-time speaker type, and give the community a new kind of commencement program—something different, new, unique, original, etc. Try a pageant—a pageant about the growth of the community, the state or the progress of education. This will teach far better than could any speaker.

Many schools have some kind of festival program in the way of a play, a program of music and recitation, a field day, a picnic with dinner on the grounds, a pageant, or class-day exercises. Try to center interest on one big motive and objective and let that be the thought for the season. Let the programs grow out of the daily work of the class room. Utilize what has been learned as a basis for direction.

This point should be stressed—DO NOT DISCUSS ANYTHING THAT WILL INVOLVE SCHOOL POLITICS AND GRIEVANCES at the commencement occasion. Leave these things for official board meetings. Too often programs have been ruined by the airing of petty, disagreeable school affairs. It is not fair to the students. Try to have the program wholesome in nature and directed toward a real community spirit of growth and progress.

Where the graduates are to read or present papers, encourage their own writing of the material. DO NOT USE PREPARED MATERIAL of this kind. Whatever they say, let it come from their own study, research and teacher guidance. Pupils have been known to read material from a book filled with valedictories, salutations, prophecies and so on. Be sure their work is original, and that the pupil is prepared to present the material creditably.

Often prizes for scholarship and record progress are offered. The fewer the prizes given, the better. Report cards with gold stars are preferable to cash or material prizes where one wins a prize and many lose. It is best to give other incentives for work and development.

This season of the year is a good time to have an exhibit of the work done during the year in school. Let each room be open for inspection and have the work of that group displayed in the room. Put a special committee in charge of this job. It is a fine opportunity to display what has been done and show special achievement. It is best to have these exhibits open only at certain stated times and under supervision.

In every audience, there is the crying baby. This is a problem to be solved. The parent cannot come unless the child comes, but should be encouraged to attend and, if possible, provision should be made for the children. One of the teachers might volunteer for this work. Fix up a room as a nursery—provide

cribs, toys, etc. Then each parent can leave the child in proper care. The Parent-Teacher group may sponsor this idea. A neighbor's home could be used and parents can attend the program knowing that the child is properly cared for.

All books pertaining to extra curricular activities have chapters relating to commencement. Special volumes along this line have been written by Gertrude Jones, "Commencement"; H. C. McKown, "Commencement Activities"; and Sanford and Schaffler, "Graduation Day." These volumes stress the new and original in commencement activities. Use them. Let's make this season of greater value to community and school life.

SOCIAL LIFE IN HIGH SCHOOL.

By JACOB G. FRANZ.

Something that is often neglected and left undeveloped is the social life of the high school student. Still, it is one of the vital factors in the natural development of a boy or girl. There are few ways of meeting this need. Most high schools are not fitted to offer the student anything in the social line. There are, of course, various social clubs in every high school. But they are exclusive. Every boy and girl in school, regardless of social standing, should be given a chance to enjoy some contact, other than that received in classrooms, with his fellow students.

Our high school has partly met this obligation by instituting what we call "Open House." This is a high school social sponsored by the Girl Reserves and the Hi-Y clubs. The work of these clubs is similar to that of the Y. W. C. A. and the Y. M. C. A. An important part of their program is to sponsor some kinds of service projects. Therefore, the idea of giving the school a party several times a year found ready acceptance.

We go at it in the following manner: Some date is set aside on which we propose to have our social. The first Tuesday of every month, for example. Several hours before the party begins, the members of the two clubs get together and clear several classrooms in the high school building. A music room is also set in order. Card tables are arranged in one of the rooms. Seats are arranged around a different room, in which party games are played. Table tennis, a very popular game, and rubber horseshoes are also set up. The way we get all this ma-

terial is for club members to bring them, to borrow them somewhere, or if possible, to buy them with money out of the club treasury.

Another thing we do is to station several club members in each room to look after things. This is necessary because everybody must be given a chance to do something if the social is to be a success. One or two members, who know how, are given the job of preparing some rousing party games. This gives opportunity for large numbers to be entertained at a single time.

During the evening, members of the clubs see that things are kept moving. Students who fail to get to the card tables are shown to other rooms. Before the evening is over, the music room is usually the center of a hilarious group.

An added feature of our "Open House" is the program. This is usually given after games have been played for an hour or so. Then all the rooms are cleared and the students ushered into the auditorium. The program itself is more successful if it is an informal affair. Songs, jokes, dialogues, and short plays are given. Once we brought down the house by different students or faculty members giving one-minute extempore talks on different subjects. Odd or even comical subjects are chosen to add to the fun.

Questions may be asked as to who is invited. The social is above all else for high school students. Too many outsiders are not encouraged to come. Of course, it is perfectly all right for several former graduates of the school or special guests to be over. But the students are made to feel that it is their social and that they are the main party.

The expense of our "Open House" is very small. In fact, we are able to realize a small profit. At some part of the building a stand is located where candy, chewing gum, pop corn, doughnuts, etc., are sold. Before the evening is over, students get hungry, and considerable profit is made by selling these eats.

The money we make is either divided between the clubs or is used to buy new material for future meetings. Another way in which to earn money is to have a ping pong (table tennis) tournament. A five- or a ten-cent entry fee is charged. The winner may receive a small prize.

The "Open House" meetings that we have had in our school have been a decided success. It has helped the clubs as

well as the student body. The members of the clubs are given a chance to do something. Almost all members are employed. It heightens the prestige of the clubs in the eyes of the school. The student now takes a different attitude towards these clubs. The social may even be instrumental in getting new members.

The school as a whole will also benefit. These socials increase the family feeling in the school. It gives the students opportunity to join in fun and hilarity and to become better acquainted. No student need feel himself slighted. The social is for everybody.

EXTRA CURRICULAR ACTIVITIES.

A BRIEF SURVEY

By SUPT. J. HOWARD KRAMER, Miller, S. D.

Schools are very much like people. Each is an individual with its own character and personality. Problems that are disturbing in one institution may be entirely absent in others. It is impossible to administer any school without knowing much about it; and it is impracticable to suggest for that school a program of extra curricular activities without possessing considerable first-hand information. A science club which may be eminently successful in one high school may be a miserable failure in another. There seems to be little in the very nature of an activity that dooms it at once either to success or failure. The pupils, teachers, community, physical equipment or other factors must be taken into the selection of the program of extra curricular activities. It requires training, experience and a certain amount of knowledge of the local situation to enable a person to safely suggest and organize this program. We can therefore make no prescriptions, but simply suggestions.

What worthwhile advice can be given to those supervising such programs in the state of South Dakota? What are the present practices and trends? To answer this question the writer sent out, to all parts of the state, fifty-four questionnaires. To these he received thirty-eight replies. From this information twenty-four recommendations of a general nature have been made.

The schools answering varied in size from Hartford High School with an enrollment of eighty-eight to Sioux Falls Washington High School with its fifteen hundred students. In no two schools are

practices identical, but there are, however, certain significant trends that seem to be in keeping with the best practices. In the matter of improvements and desired changes those replying are nearly unanimous.

First, how are curricular and extra curricular activities distinguished? Credit seems to be the usual line of demarkation. Twenty-five of the thirty-eight use this basis of distinction; five consider the amount of time spent; one the place of the subject in the schedule; four the time of day that the activity is held; one uses the course of study; one doesn't know what the difference is, and one made no reply to this question. The amount of credit given is the most common and the safest basis of difference, and the one that will lead to the least amount of confusion, because of its already quite general acceptance.

Regardless of the size of the school reporting, all seemed to offer extra curricular activities as a part of their program, and still many principals favored an advance over the present number. Only five favored a decrease and the other two groups were about equally divided. Of those reporting twenty-two schools have an average of eleven activities; and seven—one-fifth of the group—were sponsoring more than fifteen such activities. Only two of these latter groups were of the larger high school group. In five places the average extra curricular activity per teacher was two. The usual practice seemed to be one for each teacher. In twenty-one schools each teacher is in charge of some activity; four schools have an average of one and one-half per teacher, and six have an average of one-half an activity per teacher.

School administrators are constantly asking when in the program extra curricular activities should come. If we follow present practice they may be placed anywhere, but popular desire among school folks and present trend indicates that it will not be long until all such activities will be placed definitely in the school day. In our study it was discovered that three schools hold none of this work on school time and only one at the present time holds all such activities on school time. One school holds all of its extra curricular work in the evening. The rest were divided in their practices. There was almost an exact division between the number held on school time and

the number not held on school time. Evening still seems to be a popular time for extra work, with twenty-five schools averaging two such activities in the evening. These are the present practices, but the school administrators would like to see a change. Twenty-five favor holding all such work on school time; only thirteen are against it, and four of these favor a part time division. It would seem that if these activities are important enough to continue they ought probably to be given a definite part in the day's program. The writer is of the opinion that better results would be obtained with a greater satisfaction to school patrons and pupils if all or nearly all school activities were given a definite part in the day's program.

While our brief study indicates that practically every teacher going into a high school in South Dakota may expect to have full charge of some extra curricular activity immediately or at least not later than the beginning of her second year, more than one-third of the schools answering do not require any such training of their teachers. This perhaps accounts for much bad supervision of such activities and general dissatisfaction expressed by the public toward parts of the program.

General policy seems to give one-fourth of a credit for each activity except athletics, and to allow no more than one full unit of this work toward graduation. Nearly half of the schools giving credit, however, give only one-eighth. In athletics only fifteen give credit, while twenty-three give no credit at all. Why a distinction should be made between athletics and other extra curricular activities is unexplained. Certainly as much time is spent, and as much value can be claimed as for any other activity. Possibly the credit in other activities is given as an enticement into them.

Plans of pupil or student participation exist in some form or other in approximately two-thirds of the schools. Needless to say, all schools having such a plan believe that it provides real training in responsibility. Only one principal had the courage to qualify his answer to "some."

The club idea has not gained any great headway in this state. Ten schools have no clubs at all, ten have three or less, eleven have an average of five, and only six have more than seven. The inability

of securing competent club advisors suggests itself as the possible answer to this condition. One favorable indication is that in no school where clubs exist is there any attempt to secure membership by coercion. Of the schools reporting clubs more than half allow them to meet on school time.

Financial accounting for extra curricular activities funds is an interesting matter. In eleven cases the pupil-treasurer writes the checks; in five, the principal; fifteen, the superintendent; one, the teacher-treasurer; and in six, the secretary or clerk to the superintendent. It would seem that anyone could better afford to be the extra curricular activities treasurer rather than the superintendent or principal. Out of thirty-eight schools only six require bonds for the treasurer. And while bonding those who handle money is a common business practice, thirty-two schools are overlooking a splendid opportunity for real business training, and likewise opening an avenue of trouble for the school executive. Most schools make periodical financial reports to the board of education. There are only seven who do not. Seven report monthly, five every semester and the rest annually. It seems that reports of this nature should be given and more frequently than once a year, if not monthly.

Practically all schools are using a requisition for student purchasing. Only nine do not. Here it seems that all should follow the policy of the majority and adopt a business-like manner of handling varying amounts of money and purchases.

RECOMMENDATIONS.

1. Distinguish extra curricular activities from curricular on basis of credit.
2. Let your needs determine your extra curricular activities program.
3. New teachers should not have full charge of an extra curricular activity unless they have been trained for it.
4. The average extra curricular activity per teacher should not be more than one.
5. Consider extra curricular activity burden in determining teacher and pupil load.
6. Hold all extra curricular activities on school time.
7. Hold no extra curricular activity in the evening except games.
8. Require extra curricular activity training of all teachers if they are to handle at any time these activities.

9. Give valuable credit for meritorious extra curricular activity work.

10. Give credit for athletics as well as other extra curricular activities.

11. No school is too small to have a plan of participation.

12. Develop as many clubs as needed and hold them on school time.

13. Let any responsible person handle the money except the superintendent or the principal, and have them bonded for the average amount of money in their possession.

14. Make report on extra curricular activities funds to the board monthly.

15. Do not coerce pupils into joining clubs.

16. Fit your plan of participation to your need.

17. Do not confuse student participation with student government.

18. Use an adequate requisition system for all purchases.

19. Do not increase or decrease extra curricular activities except as determined by requirement.

20. Anything worth doing is worth doing in school time.

21. You can fit your clubs in on a rotating block.

22. Only athletics at present need be outside of daily program.

23. Install a balanced program.

24. Limit pupil participation on the basis of ability.

SUGGESTED EXTRA CURRICULAR ACTIVITIES PROGRAMS.

<i>Size of School</i>	<i>Athletic</i>	<i>Music</i>	<i>Speech</i>	<i>Clubs</i>	<i>Publications</i>
50-90	Basketball, Baseball, Track, Golf, Tennis	Chorus or Glee Club	Declamation, Debate, Dramatics,	Social Science	Local paper or Monthly mimeograph paper
100-149	Football, Basketball, Track	Glee Club, Orchestra	Debate, Dramatics, Declamation,	Science, Manual Arts, Athletic, Home Economics, Letter,	Sheet monthly, Mimeograph or Printed paper
150-199	Football, Basketball, Track	Glee Club, Orchestra and Band	Debate, Dramatics, Declamation,	Science, Manual Arts, Athletic, Nature, Letter, Commercial,	Printed paper, Handbook, Magazine
200-249	Football, Basketball, Track, Golf, Tennis	Glee Club, Orchestra and Band	Debate, Dramatics, Declamation,	Science, Manual Arts, Athletic, Nature, Aeronautics, Library, Radio, Letter,	Newspaper, Handbook, Annual
249-up	All of those for the above, and clubs and music organizations, athletic activities such as croquet, ping pong, diamond ball, rifle practice, casting, and swimming.				

TEACHERS, WE PLACE YOU IN THE BETTER POSITIONS

ROCKY MT. TEACHERS' AGENCY

410 U S NATL BANK BLDG WILLIAM RUFFER PH D MGR DENVER COLO

BRANCH OFFICE
MINNEAPOLIS, MINN.

Largest Teachers' Agency in the West. We Enroll Only Normal and College Graduates
Photo copies made from original, 25 for \$1.50. Booklet, "How to Apply and Secure Promotion, with Laws of Certification of Western States, etc., etc., etc." free to members, 50c to non-members. Every teacher needs it. Write today for enrollment card and information.

BUILDING A BASKETBALL SYSTEM.

By CLARENCE HINES,
Athletic Director, Bend, Ore., High School.

There is probably no game on the high school sports program which has increased so rapidly in popularity both with students and spectators during the past few years as basketball. This increasing popularity has placed added stress upon coaches of high school basketball to develop teams which know the fundamentals of the game and which can play a reasonably fair game throughout the season. Material for the teams must be discovered and trained or the desired end cannot be accomplished. The object of this article is to point out the method one school used to build a basketball system through its intra-mural league.

From many standpoints basketball is a very desirable inter-school and intra-mural sport. It is, unlike football, a game in which there is very little possibility of actual serious physical injury, such as broken bones and torn muscles. A second point decidedly in its favor as an intra-mural sport is that the expense of equipment for players is very small as compared to some of the other popular sports. For intra-mural play, and in some instances for inter-school competition, plain white cotton gymnasium suits costing less than one dollar each have been used satisfactorily. A third advantage is that when short quarters are played, of six minutes or less, an intensive period of conditioning is not absolutely necessary although it may prove highly desirable and beneficial to the players.

In forming an intra-mural league two objectives should be kept clearly in mind. The first is that it is desirable that more boys participate in basketball than can be accommodated on the school's first squad. The second is that if the school is to be successful in inter-school competition new material must be discovered and trained. To the physical educator the first of these objectives will seem the more crucial of the two; to the coach, whose position depends upon developing successful teams, the second will appear to be of major significance.

The intra-mural league plan herein outlined was worked out for a school of some 500 students. With modifications it may be readily adapted to smaller or larger schools. An intra-mural basketball league may be held with teams from senior,

junior, sophomore and freshman classes in any high school. If no more teams than this are available, the league will become inter-class rather than intra-mural. In addition to this, most high schools present other organizations that will be glad to enter teams. A few of the more common ones are the band, lettermen's club, boys' pep club, machine shop or manual training classes, and the third or fourth string teams from the inter-school squad. A schedule may be worked out with four, six, eight or ten teams participating. Each team may be limited to a squad of eight or ten players, depending upon the amount of available material. In order to have as many boys participating as possible, it has seemed best to limit a player to playing with only one team. Games are played as preliminaries to the first team games, thereby accustoming the inexperienced players to appearing before a crowd.

Where regular physical education classes are held, instruction may be given in basketball fundamentals as a part of the regular class work. Where no such classes are held or where other practices seem necessary or desirable, they may be held at times when the gymnasium is not in use for other activities. In the school where this plan has been used it has been found that class instruction on individual fundamentals with extra practice sessions for instruction in team play is the most satisfactory arrangement.

Organization of such an intra-mural league in the Bend High School last year has led to increased interest in basketball on the part of the boys participating, members of the student body, and the general public. Considerable rivalry between the various groups with teams in the league has given them an added *esprit de corps*—very beneficial. The spectators who formerly arrived at the gymnasium shortly before the first team game was billed to start, now arrive in time to see the intra-mural game which precedes it.

It has been apparent that there are many benefits derived from the intra-mural basketball league in Bend, but three seem to be of major importance. The first one is that more boys have become interested in basketball. Last year with some 240 boys enrolled, about 75 participated in intra-mural games while the first squad cared for about 25 more. This year, with ten teams entered, it is expected that more than 100 boys will

play in the intra-mural games alone. A further benefit is seen in the fact that students who are non-participants have developed a greater interest in basketball as a game. By far the greatest benefit, however, from the standpoint of building a real basketball system for a school, is the fact that players are being trained for the first squad. Each of the teams in the intra-mural league uses the same offense and defense, the same dribbling form, the same basket-shooting form that is taught the first squad. As an evidence that the league really did train players last year, the first squad this year consists of eleven players from last year's intra-mural teams, nine from last year's first squad and five promising freshmen.

THE NEW LICENSE.

A Monolog

By MILDRED RIEMAN LENNARD.

(Mary opens the kitchen door and peeps in.)

"Hello, Norie; I see you're at it. I just thought I'd drop in and chat a while. I can't stay long 'cause Hiram's goin' to Pawtown this morning and I hafta get back to give him a few instructions before he leaves. Mrs. Catsniff told me you was planning to make jelly today and I knew you'd like to have someone to keep you company while you work."

(Mary hangs her sunbonnet on the back of a chair and makes herself comfortable.)

"Now, you don't hafta talk to me; just watch your kittles and I won't bother you. I just had so much on my mind that I had to unload it on someone and I knew if you was busy in the kitchen, I'd more than likely be welcome here, and maybe I could get my nerves settled. I am so disheartened this morning over a little something which happened last night. You know that car Hiram bought last fall? Well, we only drove it three times and then had it jacked up for the winter. It's in fine shape—every part of it! We been thinkin' about gettin' it out and goin' over to Lena's Sunday afternoon. Well, yesterday Hiram got wind of some of the men over in town ordering new license plates for their cars, and you know how he is—always wantin' the newest thing out—and so now he's all wrought up over us buyin' a new license plate, too. I said I couldn't see much sense to us puttin' out money for a thing like that when the

one we have is just as good as new. We went out to the barn to look at it, and I took some furniture polish along to shine it up with, and Hiram just had to admit that it looked as good as the day we bought it. It is just too purty for anything, and so easy to remember. The number is all three's—and you know, Norie, that three means a lot to Hiram and I, for wasn't we married the third month, the third day, at three o'clock?"

"Did you ever hear about the first time we took that car out? We was invited to that church doin's up at Cupp's Chapel—Hiram was asked to lead the singin'. I love to hear Hiram sing! His voice always stands out above all the rest, although it is a-gettin' a little cracked now. Well, we hadn't gotten three mile from our front door, when Hiram stopped dead short in the road and said that he knewed there was somethin' wrong with the car. I told him to go right on for he was just lookin' for trouble and he might find it if he give that car half a chance. Well, that car sputtered and shook for a minute or two. Hiram done his best to make her go, and then she come to a dead standstill. Hiram got out and looked inside and all around with his flashlight and he worked about an hour trying to make her go. He took off his coat and his hat, and I clumb out, too, to try to do my part. Well, he got so hot and his high stiff white collar was cuttin' his throat and so he had me to unhook his tie and he took his collar off. I hung it on the side of the car so as to keep it clean. Well, we finally got the car started and was on our way again. Hiram sped up a little and when we got there, they hadn't been waiting long 'cause we had started plenty early, just kind of expectin' somethin' to happen. Hiram told them he'd be ready just as soon as he could wash his hands and put his collar on. Now, Norie, it was all my fault for hanging that collar on the outside of the car! Of course, Hiram thought I had it, and in all the excitement of getting the tools back in and being in such a rush, I plum forgot about that collar and it musta dropped off the outside of the car! Poor Hiram was so embarrassed to have to stand up there and lead the singin'—all bare-necked an' everything. It wouldn'ta been so bad, but he has such a prominent Adam's apple. That's not the worst—I'm just now comin' to it. When the meetin' was over and we started out to go home, our car was

gone! Someone suggested to hurry back to town and call the sheriff. Sam and Sarie offered to bring us in their car, and so we took a short cut to town. When Hiram called up the sheriff, the first thing he asked was, "What was your license number?" Well, Hiram couldn't remember whether it was six three's and a aught, or whether the aught come in between and there was five three's. Of course, I took all the blame again, for I had written that license number on the back of Hiram's collar before we started out that night so if such a thing happened we'd be able to run it down easy. Now, since the collar was gone, too, we sure was in a pickle. Sam said he'd go back and try to find the collar, when I happened to think that I had written that number down on the back of Pa's picture! We run all the way to our house to get the picture—and you can believe it or not, when we got to our house, there set our car out in front! Some mean, low-down cut-ups thought they was playin' a joke on us and our new car!

"Well, for land's sakes, if I didn't get to talkin' about that trick and forgot all about that depression I was in this mornin' because of the new license plate. I was a-wonderin' if you'd speak to John this noon and see if he would want to buy our old one if he gets his new car this week. Tell him it's just as good as new and I'll see to it that Hiram sells it to him cheap. I just ought to save it, 'cause just as sure as shootin' Hiram will get an itchin' to buy another new one next year. Then I could have him put this one back on the car again. This one is so purty—red and white—and I'll just bet you the new one will be blue and some other drab shade like that, although I made Hiram promise he'd get another red and white one. He'll pick out one that will suit us both—he's purty good about that! Last year we just took the one they sent us 'cause we both liked it, but I told Hiram he'd better pick out the one he wanted this year.

"Oh, Norie, your jelly in that back kit-tle is a-boilin' over! I must go; I'll bet it's about noon, and I haven't a thing in mind for dinner and poor Hiram's a-waitin' for me to come home so he can go to Pawtown and get that new license. Come over when you can, Norie; I'm always glad to see you! Good-bye."

THEY HELPED HIM DECIDE.

(A musical comedy in one act.)

By VERA HAMILL-HAFER.

CHARACTERS.

Jack, a young man of twenty-five.
Dick, his friend, also twenty-five.
Ellen, his girl friend of the baby-doll type.
Martha, his girl friend who is in business.
Sally, his girl friend who is in the chorus of a musical play.
Rachel, his girl friend of the domestic variety.
Four other young men.

SCENE.

Any outdoor scenery to represent a park.

(As the curtain rises, Jack is discovered sitting on a park bench with his head in his hands. Dick enters left.)

DICK: Hello! You here?

JACK: Hello, Dick. How are you?

DICK: Couldn't be better. How are you? You look worried.

JACK: I am. Dick, I've an important question to decide today. I need somebody's help, and it might as well be you!

DICK: Money to invest?

JACK: More important than that. I'm trying to decide on a wife.

DICK: Really! Going to settle down at last, eh?

JACK: Yes, I've made up my mind. It's this way. The firm has an opening for a married man—a darn good opening at that—and I'm just the man for the place. All I lack is the wife. But you know how I am. Plenty of girls crazy about me. I've made up a list of the best, and now it's for you to help me choose.

DICK: Astonishing! Do I know the ladies?

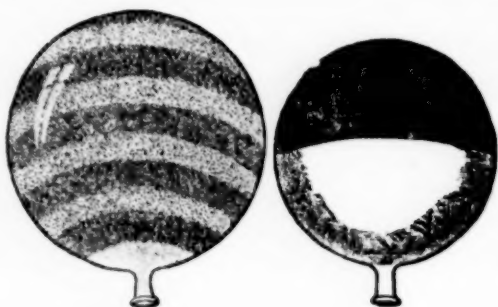
JACK: No, I believe not. But they're easily described. Take Ellen, for instance. Blue eyes, golden hair, fancy little dresser. Likes a good time, and has the best disposition in the world.

(Ellen enters as he finishes describing her, and skips across the stage. She pauses, down right, and sings the first verse and chorus of "A Merry Heart" [Funiculi, Funicula] then exits right.)

DICK: My word! Why look any farther? Won't she do?

JACK: Yes-s. But before you decide, let me describe the rest. Wait 'till I tell you about Martha!

DICK: Martha?



NOISE AND FUN MAKERS.

CARNIVAL HATS. Fine quality crepe paper hats in brilliant assorted styles and colors. Full size. per dozen, assorted.....**40c**

MINIATURE HATS. Funny little derbies, skidoos, etc., made of pressed cardboard and paper. Elastic chin bands. They sell like hot cakes. One of our most popular items. Per dozen.....**45c**

JAP CROOK CANES. An imported cane of high quality. Lacquered mahogany finish. Very popular carnival sellers, and a good profit maker. Per dozen.....**35c**

CONFETTI, the "fun maker." Coarse clean paper. Mixed colors. Five pound packages, sufficient to fill 75 to 100 ordinary half-pound sacks. Per package.....**\$1.00**

SERPENTINE or RIBBON CONFETTI. Bright, clean paper, packed 20 rolls in a glassine package. 100 rolls—five packages.....**35c**

NOVELTY HORN DUSTERS. Red, white and blue horn with moss paper duster at the end. Wood mouthpiece. You can "blow to beat the band" at one end and dust and tickle with the other to your heart's content. A very popular carnival number. Per dozen.....**50c**

SNAKE BLOWOUTS. Made of tough transparent oil paper. Wood mouthpiece. Feather at end. Trembulo squawk. 20 inches long. Per dozen.....**40c**

NOISE MAKERS & WHISTLES, assorted, per dozen.....**30c**

IMPORTED PAPER HORNS. Conical shape, blows easy and loud. Per dozen.....**25c**

TISSUE PAPER SNOWBALLS. Soft balls made of tissue paper, in assorted colors. 2 inches in diameter. Per dozen.....**20c**

Are You Short

BALLOONS.

AIR BALLOON ASSORTMENT. 6 inch inflation. Per dozen, only.....**18c**

AIR BALLOON ASSORTMENT. 10 inch inflation. Per dozen, only.....**25c**

Our "CARNIVAL SPECIAL" **BALLOON ASSORTMENT.** A choice collection of large, attractively decorated balloons that we guarantee will please you. Per dozen.....**40c**

BALLOON STICKS, 22 inches long, for air-inflated balloons. Dozen.....**10c**

BALLOON SQUAWKERS. Assorted colors and shapes. Per dozen.....**35c**

PRIZE NOVELTIES.

FISH POND ASSORTMENT. A varied assortment of notions, and low priced jewelry. Each article packed in a sealed envelope for protection. Per 100.....**\$2.50**

NOVELTY ASSORTMENT. We have added this new assortment for those who desire a higher grade assortment to sell at 10 cents per article. We guarantee this assortment to please you. Per 50 articles, assorted.....**\$3.00**

GILLETTE SAFETY RAZOR, complete with genuine Gillette blade. Each.....**20c**

COMBINATION KNIFE. Has two blades, glass cutter and other features. Nickel plated handle inlaid with colored tortoise shell celluloid. Length closed about 4 inches. Each.....**20c**

M. HOHNER'S "ECHO" HARMONICA. A fine tremolo instrument having 16 double holes, 32 reeds, brass plates, finely nickel plated covers with turned-in ends. Packed in a fancy hinged box. Each.....**56c**

RICE BEAD NECKLACES. 34 inches long, closely strung with small rice beads. Assorted beautiful colors. Per dozen.....**25c**

NOVELTY PENCIL ASSORTMENT. Very attractive. Per dozen.....**75c**

RINGS. Attractive assortment. Per dozen.....**25c**

LADIES' or MEN'S CHROMIUM PLATED RING, set with Egyptian diamond. Each.....**20c**

WATCHES. Men's Ingersol Yankee. Each.....**\$1.10**

LA MAE PEARLS, guaranteed indestructible. A beautiful 24-inch string in an attractive box. Each.....**50c**

YOUR PROBLEM

of staging a complete and especially successful school entertainment can be solved best with

Our Service

A school carnival will foster spirit, develop the resourcefulness of students, bring the school community closer together, and best money-making of all school entertainments!

"How to Plan and Carry Out School Carnival" will assure success of your entertainment. Price 50c.

Copy free with \$15.00 supplies if you will mention this advertisement.

We ship goods open to be paid for immediately. Your entertainment is over.

We pay the postage on all orders accompanied by remittance.

We allow credit on unopened supplies returned in original condition. We debit only shipping charges.

We strive to serve you. We want you a permanent customer.

School Service

"The Company of School Service"

1013 West 10th Ave.

TOPEKA, KANSAS

Short of Money?

YOUR ROLEM

giving a complete and finan-
successful school entertain-
ment can be solved with

Service

school carnival will foster school
develop the resourcefulness of
students, bring school and com-
munity closer together; and it is the
money-maker of all school en-
tertainments!

How to Plan and Carry Out a
Carnival will assure the
success of your entertainment.
50c.

Free with \$15.00 order of
materials if you mention this
advertisement.

Shipping goods on open account
paid for immediately after
entertainment is over.

Pay the price on all orders
accompanied by cash.

Allow credit on unused sup-
plies returned in A-1 con-
dition. We do not ship

to schools that do not
strive to give and please
We want you as a permanent
customer.

School Service Co.

"Company of Satisfied Customers"

1013 West 10th Ave.

TOPEKA, KANSAS

MAKE-UP MATERIALS.

BURNT CORK, per can.....	50c
CLOWN WHITE, per box.....	30c
COLD CREAM, per 8-oz. can.....	60c
CREPE HAIR, red, brown or grey, per foot.....	25c
COSMETIC, black and brown, per tube.....	25c
EYEBROW PENCIL, black and brown, each.....	25c
LIPSTICK, per stick.....	50c
ASSORTED PAINTS, each box con- tains one stick, pink, flesh, and light sunbrunt with six lining colors. Per box.....	\$1.00
ROUGE, per box.....	25c
SPIRIT GUM, per bottle.....	35c
GREASE PAINTS, dark sunbrunt, sal- low old age, carmine, negro, brown. Per stick.....	35c

CONFECTIONS.

MINTS, a fine quality mint that we
feel sure will please you. Clove, Win-
tergreen, and Peppermint flavors.
Twenty 5 cent packs per box. Per
box..... 60c |

DRINK CONCENTRATES. A very
satisfactory drink powder, the use
of which enables schools to make a
larger profit than can be made with
fresh fruit drinks. Guaranteed to
comply with Food and Drug Act.
Flavors: Grape, cherry, lime and
orange. Package sufficient to make
five gallons of drink..... 50c |

TICKETS.

ROLL ADMISSION TICKETS.
Printed "Admit One" on one side,
other side left blank for date stamp.
Suitable for admission to any school
entertainment or athletic event. 1000
to the roll. If more than one roll is
desired we can supply assorted colors.
Price per roll..... 55c |

DOUBLE ROLL WARDROBE TICK-
ETS. Duplicate numbered for use in
cloak and parcel check-room. 250 to
the roll. Price per roll..... 40c |

CARNIVAL TICKETS. With 5 punch
hole markings. No price mark. The
use of this ticket enables you to cen-
tralize the control of your school car-
nival funds. This ticket was designed
especially for us by a school official
who has been outstandingly success-
ful in school carnival management.
Per 500..... 75c |

BOOTH MATERIALS.



FORTUNE WHEEL. Stands 9 inches
high. Spin the wheel and tell for-
tunes by numbers. Fortunes printed
on folding paddles on the back of
wheel. Price, each..... 25c |

A LOOK INTO THE FUTURE. In-
visible photographs for the fortune-
telling booth. When rubbed with the
moistened finger your future photo-
graph appears. It also tells your for-
tune. Assorted for men and women.
Per dozen..... 25c |

THROWING DARTS. Turned round
wood body with feathered end and
fine steel point. A very high grade
dart, for use in games of skill. Half-
dozen usually sufficient for a school
carnival. Per half-dozen..... 60c |

WOOD HOOPS. Light weight wood
hoops in 4 and 6 inch sizes. For use
in games of skill. Per dozen.... 80c |

POSTERS.

1. "Fish, Take Home a Prize".....
 2. Have a Good Time, Check Your
Wraps Here.....
 3. Have a Good Time with Confetti,
Horns, Serpentine, Balloons,
Squawkers and Blowouts.....
 4. Have Your Fortune Told Here....
 5. Thank you—Please recommend our
attraction to your friends.....
- Each, 5c. Set of six, 25c.

HELPFUL BOOKS.

High School Stunt Show & Carnival,
by Willard B. Canopy. Tells how to
advertise and plan your carnival. 34
stunts and 19 side shows, all guaran-
teed funmakers, described in full.
Price..... \$1.00 |

Crazy Stunts, by Harlan Tarbell. Just
the book to satisfy the widespread de-
mand for all kinds of comical stunts.
26 stunts described in detail, with 40
illustrations. Price..... \$1.00 |

JACK: Yes. There's a little business woman for you? She could save your money and not half try. Not such a bad idea, that, is it?

(Martha enters left, walks briskly across the stage, pauses down right, and sings to the tune of "My Heart's in the Highlands":

"My heart's in the office, my heart's on my work;

My files are in order, no duty I shirk;
I write business letters, I answer the phone;

My heart's in the office, but I'd like a home!"

Exits right.)

DICK: You lucky bum! Do you mean to tell me you could have *her* for the asking?

JACK: All I'd have to do would be to raise a finger. She's nutty about me. But then so is Sally.

DICK: Sally?

JACK: Yes, let me tell you about Sally. She's a little dancer in that new musical play. Pretty as a rose bud; dainty little feet. Never be ashamed to take her out in company.

(Sally enters, dances lightly across the stage. Pauses down right, and sings the third verse of "Over the Summer Sea," from Verdi's "Rigoletto." Skips off stage, right, as she finishes.)

DICK: So that is Sally? What more could you want?

JACK: Like her, do you?

DICK: I'm keen about her! But Jack, you're mixing me all up! How many more have you to choose from?

JACK: Wait till I tell you about Rachel!

DICK: Rachel?

JACK: Yes. Then you'll see why I'm getting a headache trying to decide which to marry. Rachel! Makes you think of a cosy little home, a breakfast nook—why, Dick, she can cook! She can even bake a pie!

(Rachel enters, walks slowly across the stage, pauses, and sings to the tune of "My Bonnie Lies Over the Ocean":

"I'm fond of the kitchen and pantry,

I love both the cabinet and range;

I think it is fun to wash dishes—

And would you like a good steak for a change?

Yes, sir; I say—would you like a good steak for a change, a change?

Yes, sir; I say—would you like a good steak for a change?"

Exits right.)

JACK: What do you think of that?

DICK: Whew! Each one better than the last. Why, man, you're not looking for a wife! You're contemplating polygamy!

JACK: That's the idea. I like them all. I really don't know how to choose. What would you do?

DICK: You're *sure* of them all, are you? Wouldn't any of them turn you down?

JACK: They wouldn't think of it! Why, they don't even know there *are* any other men in existence!

(Pianist plays the "Bridal Chorus" from Lohengrin.)

DICK: I say! Now what's this!

(The four girls enter wearing bridal veils and carrying large assorted bouquets. They are accompanied by the four young men in nuptial raiment, each couple marching slowly to the music of the wedding march. They form a semi-circle across the stage, and sing to the music:

"Here, now we are, four happy pairs,
All ye make merry, 'tis love that invites;
All that is brave, all that is fair,
Love now triumphant forever unites."

They march slowly off left as the pianist plays the march, girls looking with languishing devotion at their grooms.)

(Slight pause.)

DICK: Did you say you *were* looking for a wife?

JACK: Dick, I'm a bachelor by choice! Why, I wouldn't change for all the girls in the world!

(Curtain.)

Oh, Dear—

Banquet Time Again!

Write me for complete ready-made plans for your school banquet—cups, favors, program, decorations and all. Every program is original and different. In outline form, \$5. Complete, toasts and all, \$10.

ANNA MANLEY GALT

"Ghost Writer"

Emporia, Kansas

Games for the Group

Alphabet Games.

MATCHING LETTERS.

Take a complete alphabet of four-inch letters cut from heavy paper, and cut each letter into two pieces. Mix all the pieces in one pile in the center of a big table. The players gather around the table and at the starting signal each player secures a piece of a letter. The object then is to find the corresponding piece which completes the letter. The one first finding both pieces, and thus securing a whole letter, wins the game.

AN ALPHABET RACE.

Divide the players into groups of equal size and give each group a complete set of letters of the alphabet and 26 pins. A leader is then chosen for each group. On the wall at the opposite end of the room, fasten a sheet. The contestants all stand back of the starting line. At the signal "go" the leader of each team runs forward and pins a letter A on the sheet. The leaders then race back to their team and secure the letter B (which the others on the team should have in readiness), run forward and pin the B next to the A in the line they have started, and so on until an alphabet is completed. The group which first completes its alphabet wins. The members of a group may be a great help to their leader by having the letters and pins just ready when needed.

AN ALPHABET ENDURANCE RACE.

Divide the players into two equal groups and line them up facing each other. There should be a judge and a scorekeeper beside. Starting with the pair at the head of the line, one on each side, request them to look each other directly in the eyes, draw a long breath and at the signal "go," given by the judge, see who can repeat the alphabet the most number of times without taking a breath. The judge decides who wins and a point is recorded by the scorekeeper for that side. The next couple then repeats the performance and so on until all have competed; the side totaling the most points wins.

ANIMAL ALPHABET.

The players sit in a circle on the floor or around a large table. Each player has a full alphabet of letters which have been stamped on cardboard or heavy paper and then the letters cut apart into squares or circles. Each one shuffles his alphabet and then turns the letters face down on the floor before him. Someone in the circle is chosen to start the game and does so by turning up a card, face side out, so that the other players all catch sight of the letter at the same time and before the player himself sees it. As soon as the letter becomes visible the players try to call out the name of some animal that possesses a name beginning with that initial. Thus, if it is a B that is turned up, then bear, beaver, buffalo, baboon, etc., may be called out by the players. The one first calling a name receives that letter which he lays to one side. After all the letters of all the alphabets have been turned in this way, the letters won by the players are counted and the one having the most wins the game. This game may be varied by using the names of cities, states, rivers, birds, or trees and in this way is educational as well as entertaining.

ALPHABET ANSWERS.

Each question is to be answered by one, two, or three letters of the alphabet.

The name of a brilliantly colored bird	J
What the teacher requires you to write for English	S A
Something good to drink	T
A part of your face.	I
A busy little insect.	B
The kind of weather that makes sledding good.	I C
What a sailor answers.	I I
A creeping vine.	I V
Red pepper	K N
Nothing in it.	M T

SCHOOLS, CLUBS, MAKE MONEY!

Sell popular song hits. Wholesale price, 12½¢ each per 100 assorted. Retail at 30¢ to 35¢ or special 25¢ each, 5 for \$1.00. Sample set of 8 for \$1.00 plus 10¢ postage. Good way to get choice picked radio and movie songs at small cost. Satisfaction guaranteed.

UNION PUB. CO., 114 Madison St., Cortland, New York

Schoolmaster's Golf.

There are eighteen holes of golf. The idea is to make the game in as few strokes as possible. Form the crowd into groups, choosing one as teller. Give each group a paper and pencil and ask them to form words from the combinations marked below by adding to the beginning or end of the combination but not changing the combination:

- | | | |
|-------|--------|--------|
| 1. un | 7. bm | 13. tt |
| 2. ci | 8. ek | 14. ay |
| 3. ne | 9. ew | 15. aj |
| 4. ae | 10. ow | 16. ly |
| 5. es | 11. nt | 17. ea |
| 6. lk | 12. ig | 18. it |

The group making it in the least strokes wins. Strokes are the letters added.

Example: un—fun, run or bun; ow—how, mow or cow.

A New Intelligence Test.

Run this little test on banking procedure every pupil should know, on your multigraph, and some morning in assembly, or in study hall, spring it on the whole student body. Give a good locked dime bank, with \$1 already in it, to the student passing the highest on the test.

The students will not realize until they have to put their information down in black and white, just how sketchy it is.

YOU SHOULD KNOW—DO YOU?

1. How to write a check.
2. How to fill out a stub.
3. When a check should be cashed.
4. How to stop payment on a check.
5. How to sign your name in indorsing.
6. What to do in case of a lost check.
7. How to use a bank book.
8. How to make a deposit slip.
9. How to compute interest.
10. How to open an account.

Students may not be "financial," but they should be financially informed.

Something New in Baseball.

The regular game of baseball is not the only means of having fun with those balls. Ordinarily two boys find nothing to do but play catch, or if there are several, knock flies.

There is a little game called diamond ball, for four players on a side, that will test your skill in throwing and catching and that is a good substitute for baseball when there are not enough players for a regular game.

Mark out a square 30 feet on a side. One member of the team stands at each corner, and each of the four players has a baseball. When the captain gives the signal to start, each member throws the ball to the member on his right and catches the ball thrown to him by the player on his left. A brief trial will convince you that this is excellent training for the regular game; you have to have your wits at work every second.

The object of the contest is to see how few times in a given number of plays the team will drop a ball. Each player must be at his respective position when the balls are thrown. If a contestant should miss a ball and it should fly past him, he must get it and return to his position before the throwing may begin again. While the first team is in the field the other four fellows keep track of the score.

The teams may have as many innings as the players wish. All the errors made by each group during its several turns are added together, and the team having the fewer number wins the game.

One of the best pitchers I know is an amateur juggler. He can keep four balls in the air at once, balance the ball on the bat in various ways, and can hold five standard baseballs in one hand. This extra work with the ball has no doubt added to his mastery and control in pitching.

The trick of holding several baseballs in one hand is highly interesting and amusing. Until recently "Dazzy" Vance, Brooklyn National pitching star, who has the largest hand in organized baseball, held the record, having held six balls in one hand, but now the honors have gone to Marvin Owen, a student at the University of Santa Clara, California. Mr. Owen holds seven regulation baseballs in one hand, and does it without any great effort, apparently.

SCHOOL ACTIVITIES EMBLEMS

Our 36th Anniversary Special



This new pin, silver plate, 35c ea. or \$3.50 doz. Sterling silver or gold plate, 50c ea. or \$5.00 doz. 1 or 2 colors enamel any 3 or 4 letters and year.

Free—1932 catalog showing hundreds school, class, club, society pins, rings, medals, etc.

Buy from the Class Pin Pioneers

BASTIAN BROS. CO.

81 Bastian Bldg.

Rochester, N. Y.

Contest on Bird Lore.

The answers are all names of well-known birds:

A letter of the alphabet.

An animal, a note in music, and a small measure.

An animal whose call the bird imitates. A word most frequently rhymed with love.

A machine for lifting heavy objects.

Fine particles of stone and a musician.

A meat animal, a vowel, and a common preposition.

A color and a tool.

The first name of a famous English outlaw.

What Dad is when you are bad.

An evergreen tree, where baby loves to sit, and part of a chicken.

A prominent movie actress and a sea fish.

Your fifth tire and a succession of objects.

Our American bird.

The wise bird.

A bird that is not bald.

Answers: Jay, bullfinch, cat, dove, crane, sandpiper, pigeon, yellow-hammer, robin (Hood), thrasher, cedar lapwing, starling, sparrow, eagle, owl, heron (hair-on).

President Henry S. Pritchett, of the Carnegie Foundation for the Advancement of Teaching, is giving the colleges some more trouble. Two years ago he pricked the collegiate bubble by issuing the famous "Bulletin 23," in which he uncovered many "shady" things about college athletics.

Mr. Pritchett now says that the income received from college athletics should be taxed. He cites a Harvard report showing an income, almost wholly from football, of over one million dollars.

No wonder such agitation would start. Some of the stupendous earnings made by colleges through athletics can no longer go under the exemptions, such as churches and charitable institutions enjoy. Our modern college athletics seems almost like a racket. What a monster, the college game has become!

Be sure to put your feet in the right place and then stand firm.—LINCOLN.

CRAZY STUNTS

By HARLAN TARBELL

Just the book to satisfy the widespread demand for all kinds of comic stunts. Most of the twenty-six stunts described are so-called hokum acts derived from the professional stage. Every stunt is a sure-fire laugh producer and is explained in such careful detail that it may be easily mastered by the most inexperienced amateur. Forty illustrations.

Price, board binding, \$1.00

School Activities Pub. Co.

1212 West 13th Street

TOPEKA, KANSAS

LITERARY ASSISTANCE

Orations, Essays, Addresses, etc., prepared to order, any subject, \$3.00 per thousand words. Outlines, \$1.00 each. Debate outlines, affirmative or negative, \$1.00, both \$2.00; complete discussions, \$3.00 per thousand words. Special research, \$5.00.

JOHN H. ARNOLD, Cedar Falls, Ia.

TEACHERS!

Your Opportunity

If you wish to earn a **FREE** trip to **EUROPE** including rail fare from Chicago to Chicago, write AT ONCE to

CEORA B. LANHAM

1187 Grand Ave.

Topeka, Kans.

Stunts, and Entertainment Features

For Parties, Banquets, Assemblies, and Money-Making Entertainments.

Inter-Class Banquets.

The chief problem of the school banquet is not the menu, but the program following the dinner. First, decide upon a general idea or effect, and then fit your decorations, color scheme, toasts and general program around this central theme.

If you are going into the thing elaborately, begin in plenty of time; have your committees carefully selected, and give them good faculty counsel. Go over each student's speech carefully, and see to it that he can deliver it respectably. Neither you nor the student can afford his embarrassment in giving an ill-prepared talk. Both of you must invest the extra effort in preparing and rehearsing.

Here are some suggested themes:

(1) A charming spring-time affair is a bluebird banquet. Decorate your table in centerpieces of yellow tulips and white cherry blossoms. Balance a tiny celluloid bluebird on a twig of the cherry blossom—one bird to each table. Then balance a bluebird favor on each guest's waterglass. (These bluebirds are bought at any general department store. Often writing for information will bring you samples of various favors.) A canopy of blue sky, made of deep blue and white crepe paper woven checkerboard fashion, is effective over the tables.

Get your subjects for toasts from various scenes in Maeterlinck's play "The Bluebird." Print your programs, booklet style, and have a bluebird on the cover. This is especially good if the classes have read the play recently.

(2) The Japanese Garden makes a lovely banquet. This can be just as simple or just as elaborate as you like. The walls are covered with green trellis work and paper roses. Piles and piles of paper wistaria blooms are festooned from overhead. Incense burns in idol burners about the room. The little waitresses wear Japanese costumes.

For entertainment you can use a farce based on the Japanese light opera "The Mikado." The toasts could include anything typically Japanese. For programs

have a student who is good at drawing make a picture of a Japanese scene or a girl or a boy—or both. This can be made into a cut, and printed on the programs at the top of a long narrow paper. Then roll the program tight at one side, slip in a long clean stick, tie the end with ribbon, and you have a tiny parasol which, when open, makes the program. The name of each guest may be written on the outside of these little parasol-menu cards, saving the duplication with place-cards.

For a Dutch banquet, decorate with tulips, use miniature paper wooden shoes for nut and mint cups, dress your waiters in Dutch caps, and build your program of toasts around "The Leak in the Dike." Have your programs windmill-shape.

One banquet given recently was an Arabian night's entertainment. The rooms represented an Arabian desert, with potted palms along the walls. On each table was a centerpiece of a tiny (mirror) lake surrounded by desert sands and decorated with sand and camels. Individual favors were papier maché camels. The sophomore boys costumed as Arab sheiks and served. Arabian music was used—flute, violin, and vocal. Some of the toasts were: Open Sesame, Idle Idols, Incense and Nonsense, Shifting Sands, etc.

You can build your program around some word, using each of the initials as the subject for a toast; for instance, Junior could include:

J	Joy	S	Sincerity
U	Unity	E	Enthusiasm
N	Nonsense	N	Nerve
I	Integrity	I	Initiative
O	Optimism	O	Originality
R	Respect	R	Rivalry

The first speaker will, of course, be the president of the junior class, who is the host or hostess of the occasion. The senior president responds, and so on. Light humorous talks, with a serious idea now and then, make the happiest kind of an evening.

The Landing of the Immigrants.

By ELLA M. STEWART.

An entertainment suitable for a group of young people, or for those of more adult age, is one featuring "The Landing of the Immigrants." It may be used for a paid entertainment, or for a social affair. A hall or house with large rooms will be required.

A desk should be provided for the commissioner, with pens, paper, ink, for filling out necessary "papers."

Other characters include a doctor, custom-house inspector, police, a matron, and a newspaper reporter, who may interview the immigrants in search of a story for his paper.

In the distance is heard a whistle, then the ringing of a bell, and the immigrants "land." They are directed to seats, which are chairs placed backs together in groups, and marked by a large card with the name of the country from which they come.

The officers assign them to their places according to nationality. Their costumes represent the peasant class of the country from which they come, and they should carry articles of baggage.

An inspector examines the baggage, questions the immigrants, deciding who shall remain and who shall be sent to the "detention pens." Those fortunate enough to remain are then put through an examination as to their knowledge of America, its history and politics, and finally required to sing the national anthem.

The questioning of the immigrants will furnish much amusement in the humorous answers made to the queries of the inspector, as to whether married or single, how much money they have, their occupation, etc.

The doctor's examination may reveal cripples, blind, or deaf. Search of luggage may reveal smuggled articles of humorous nature.

From those placed in the detention pens may be heard singing by two or three Italians, accompanied by an accordion. An Irish mother crooning to the baby she holds in her arms, a Swedish husband and wife in a lively argument in the sing-song tones of their language (or they might do a folk dance), a hand-organ played by a Greek, a love song by a Gypsy girl watching for her lover.

This entertainment offers an opportunity for originality in costuming for the

many immigrant characters, for much witty dialogue, and for charming musical numbers.

Refreshments of sandwiches, doughnuts, pie and coffee may be served from a long counter.

A charge for admission may be made, or for refreshments only.

A Jitney Carnival During Hard Times.

By M. E. COOPER.

Money is scarce in these hard times, so plans for making money for schools, clubs or what have you require extra thought and attention.

In the first place, the price must be so low that it will not scare the crowd away. Why not try a Jitney Carnival or Circus? It is sometimes amazing how the "jitneys" will pile up at an affair of this kind.

For a school affair, several rooms should be allotted to several different groups. Booths could be curtained off but would cause a lot of extra work and is not so good as with several things going on at the same time they interfere with each other so that patrons can not hear. Each room charges 5c admission to that show. The stunt is repeated as often as they can get a crowd.

A couple of short one-act plays in two of the rooms, a minstrel in another and possibly some good slides or a home-talent movie might be given in some of these rooms. The movie is good if you can find a movie camera you can borrow from some of your friends. It should have a short plot and be humorous in character and, of course, use home people in it.

If you have some clever home-town magician, whom you could get to donate his services, this would take another room.

There might also be a fortune-telling booth if desired; a man with a pair of scales who charges the usual "jitney," then guesses your weight, weighs you, and if he misses it over 5 or 10 pounds rewards you with a lollipop.

If you have or can get an accordion

POSTAGE STAMPS make GEOGRAPHY LESSONS interesting and effective. Fifty Different Stamps from 50 Different Countries, one dime; 300, 50 cents; 650, \$1.00. Money refunded if dissatisfied.

MILLER LITERARY AGENCY

211 Reisinger Ave.

DAYTON, OHIO

player, or ukelele player, and make up a group of three or four players and singers, you can have an imitation player piano or victrola. Place actors behind a screen, mount a slotted box on outside of the screen, and every time someone drops in a nickel they play or play and sing a song. Only one song is given for each nickel.

A stand selling home-made candy is always good as they seldom fail to sell all of it. Popcorn or popcorn balls might also be sold if desired. They don't usually sell as well as the candy.

A lunch stand selling sandwiches, coffee, pie, cake and ice cream is always good but does not bring in so much profit unless most articles are donated. It might be well not to sell eats until shows have been going a while.

Another old stunt that always pleases the children is the "fish pond." I suppose everyone knows what this is. A curtain is drawn across one corner of the room. One person stays behind the curtain, another outside. The one outside takes the money, hands the fishpole to the child and rescues it again after the child is through fishing. The child puts the end of the fishpole over the top of the curtain, letting the string with its bent pin hook fall behind the curtain. The person inside then fastens a small package to the hook and the child draws it out. Things for the fish pond may be bought at 5-and-10c stores or some of the chain stores, such as candy bars, 3 for 5c; gum, 3 for 10c; pencils, writing pads, crepe paper hats, whistles, and a multitude of things. Or instead, each pupil may bring one article worth about 5c for the fish pond, but usually everyone is better satisfied if an older person buys a few things and sees to it that they get a little something for their money.

Since everything is only a nickel, 5c, everyone will want to take in most everything. Be sure to have a good man at each of the shows to take in the money and "ballyhoo" for it each time it gets ready to start. Never admit anyone when show is partly over. Make them wait.

The Box Social—Dressed Up.

Town schools, either ward or high, will find the box social a "sure-fire" way of making money, for it is novel to their group. It has rather been overdone in the country districts.

Divide your hall into booths, decorated if possible, each containing a table and four chairs. An orchestra from the school, or a clown band playing on kazoos or combs, makes a hilarious atmosphere during the evening.

A musical solo or two, a couple of readings by someone really good at the art, are plenty of program. Choose either a professional auctioneer, or the wittiest person you can find.

Have your guests in old-fashioned costume, if it is timely, like Washington's Birthday, or Valentine's Day. Otherwise, masquerades for Hallowe'en, etc. Or, if you like, ask for no costume at all.

Each girl is to bring an elaborately decorated box, with refreshments for two and a slip bearing her name. Often, two girls pack boxes together, and eat in a foursome. For making extra money, let girls and women bring "bachelor pies." These sell readily.

If it is a dancing crowd, the grand march should open the evening, followed by a waltz, one step, fox trot, or whatever are the popular dances in your territory. In the non-dancing crowd, rollicking games like "Spin the Platter," "Clap In, Clap Out," and others, are a happy first part of the evening. Use the auction as the last part of the evening. The booths are used for each group, as they consume the contents of the boxes, and the bachelor pies. The money can be increased, by adding a "cake walk," in which each couple walking for the cake pays 10c. Popcorn balls, gum, stick candy, and raw fruit are good things to sell to the parents of small children who want to be in on the eating, yet are not in the box age. It is surprising what revenue can come from these added money-making plans.

The auctioneer should announce the purpose of the fund at the beginning of his talk. People like to know the cause they are working for.

It is hard to fail but it is worse never to have tried to succeed.—ROOSEVELT.



Club pins for all purposes. Send for catalog.

C. K. GROUSE COMPANY

56 BRUCE AVE. NORTH ATTLEBORO, MASS.

WHICH SHALL WE EXAMINE?

The *Journal of Education* for October 26, 1930, calls attention to the fact that a Council of School Superintendents in New York State has gone on record as favoring the dismissal from school of pupils fourteen years of age and older who show, on examination, that they are unfitted to satisfactorily carry out the school program. Their contention is that such pupils, if physically sound, are of greater benefit to industry when they show no aptitude for education.

All of this raises a few questions. What shall be the criteria for judging aptitudes in education? Can industry, in these days, absorb these dismissed fourteen-year-olds? Why not an examination of the offerings of the school to see why the pupils show little or no aptitude for, or interest in, them?

As opposed to this move, President William Green, American Federation of Labor, urges compliance with the request that boys and girls be kept in school to aid the present relief plans of the President's commission. — *The American Teacher*.

1. My auto, 'tis of thee,
Short cut to poverty,
Of thee I chant.
I blew a pile of dough
On you some time ago,
And now you refuse to go,
Or won't or can't.
2. Through town and country side
You were my joy and pride,
A happy day.
I loved thy gaudy hue,
Thy nice white tires so new
Now you're down and out for true,
In every way.
3. To thee, old rattle-box,
Came many bumps and knocks,
For thee I grieve.
Badly thy top is torn,
Frayed are the seats, and worn,
The whooping-cough affects thy horn,
I do believe.
4. Thy perfume swells the breeze
While good folks choke and wheeze
As we pass by.
I paid for thee a price,
'Twould buy a mansion twice,
Now everybody's yelling "Ice,"
I wonder why.

5. Thy motor has the gripe
Thy spark plugs have the pip
And woe is thine.
I, too, have suffered chills,
Ague and kindred ills,
Endeavoring to pay my bills
Since thou wert mine.

6. Gone is my bank roll now,
No more 'twould choke a cow,
As once before.
Yet if I had the mon,
So help me John—Amen,
I'd buy myself another car,
And speed some more.

—*The Minnesota Farm Bulletin*.

BAND AND ORCHESTRA INSTRUCTION VIA RADIO.

Teaching more than 3,800 boys and girls to play band and orchestra instruments is the radio's newest achievement. The pupils learned to play all major instruments except the drums in six half-hour broadcast lessons, as reported by Joseph E. Maddy, University of Michigan music professor. The course of instruction was offered by the Michigan Department of Public Instruction and the University of Michigan over Station WJR after a school superintendent inquired about the possibility of using radio to direct the playing of band and orchestra instruments in rural communities which could not afford to engage a band teacher. — *School Executives Magazine*.

SCHOOL AND HOME

A Magazine published November,
January, March, May

by the

PARENTS AND TEACHERS ASSOCIATION
OF THE ETHICAL CULTURE SCHOOLS

33 Central Park West
New York City

January Issue: *The Normal School*

Thirty cents a copy One dollar a year

Book Shelf

For the convenience of our readers we offer this list of books of various publishers. We do not say that these are all the good extra curricular books, but we do say that all these extra curricular books are good. In time and with the help of our friends we hope to add other worthy numbers to this list.

EXTRA CURRICULAR ACTIVITIES (General)

A Handbook of Extra Curricular Activities, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price, \$3.

All School Activities, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

Extra-Classroom Activities, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

Extracurricular Activities, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

Extra Curricular Activities in Junior and Senior High Schools, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

Group Interest Activities, by F. C. Borgeson. This book is a companion book to *All School Activities* and takes up in a more specific way where that book leaves off. The two give a complete treatment of all elementary school activities. This volume should be in every elementary school. Price, \$1.

Extra-Curricular Activities in Secondary Schools, by Elbert K. Fretwell. The author of this book is recognized as the leader in the great extra-curricular movement. His work and leadership as Professor of Education in Teachers College, Columbia University, have made him the pre-eminent authority in the extra-curricular field. This book is his masterpiece. Price, \$2.75.

Point Systems and Awards, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

THRIFT AND FINANCING STUDENT ACTIVITIES

Financing Extra Curricular Activities, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting for money. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

How to Plan and Carry Out a School Carnival, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan of organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

Thrift Through Education, by Carobel Murphy. Here we have the author's account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. This book meets a very great need of high schools at the present time. It gives junior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

THE ASSEMBLY

Assembly and Auditorium Activities, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

Assembly Programs, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1.

HOME ROOMS

Home Rooms—Organization, Administration, and Activities, by Evan E. Evans and Malcolm Scott Hallman. This book gives both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

SCHOOL CLUBS

High School Clubs, by Blackburn. Here is a book that gives the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

School Clubs, by Harry C. McKown. This is a most complete treatment of the subject of school clubs. It suggests an exhaustive list of club projects and purposes. It gives instructions in the matter of club organization and management. It gives its readers a vision of club possibilities and a broad concept of the field. Price, \$2.50.

The School Club Program, by Harold D. Meyer. This is one of the newest books of this outstanding authority on extra curricular activities. It offers a wealth of suggestions for club organization and administration and gives its readers the benefit of the latest developments in that field. It gives those who have the responsibility of directing school clubs definite and practical help. Price, \$1.

MUSIC ACTIVITIES

The Everybody Sing Book, edited by Kenneth S. Clark. A real American collection of songs for group singing in school, home and community. It includes a wealth of traditional favorites, hymns and carols, negro spirituals, close harmony numbers, old time popular songs, greetings, stunt songs, and glee club selections. It gives words and music for over 175 songs—all popular favorites. Price, 25c. Price per hundred, \$20.

The Golden Book of Favorite Songs. This is a popular and widely known song book. Its exceptional merit and low price make it suitable for schools of all kinds and for community singing. It contains a choice selection of popular songs for all ages and for every occasion. Price, 20c; per doz., \$1.80.

The Gray Book of Favorite Songs. This is a companion book to the *Golden Book of Favorite Songs* and it is gaining similar wide popularity. It is a collection of songs selected especially for assembly singing. It contains popular hymns, negro spirituals, songs of early days, sea songs, stunt songs, rounds, songs for special day, union songs, and songs for male voices. Price, 20c; per doz., \$1.80.

ATHLETICS

Athletic Dances and Simple Clogs, by Marjorie Hillas and Marian Knighton. This is a book of simple athletic and clog dances for the modern boy and girl. These dances include something of the stunt quality, but with sufficient character for the dancer to acquire accuracy of movement, poise, control, and relaxation. It is illustrated with 42 photographic reproductions. Price, \$2.

88 Successful Play Activities, a compilation of play activities recommended by the Playground and Recreation Association of America. It includes competitive events with handicraft articles, old time games, shows, exhibits, athletic activities, art activities, music activities, dramatic activities, and miscellaneous special activities. It has 128 pages in paper binding. Price, 60c.

Handbook of Athletics for Coaches and Players, by Graham Bickley. This is a simple, readable, practical athletic handbook of a general nature. It is divided into four parts—baseball, track, basketball, and football. It gives sound and fundamental coaching instructions in each of these four major departments of school athletics. Price, \$1.80.

Intramural Athletics, by Elmer D. Mitchell. This book shows how a system of athletics that will include large numbers of a student body can be introduced and carried on. It is the highly satisfactory result of the author's years of investigation and experience. It makes possible in every school benefits of athletics to those students who need them most. Price, \$2.

Intramural Athletics and Play Days, by Edgar M. Draper and George M. Smith. This is a handbook of intramural athletic activities. It gives a clear, concise view of the field, also definite ideas on organizing and directing an intramural program of athletics. It extends its treatment of intramural games and play days to include the interests of girls as well as boys. Price, \$1.

My Basket-ball Bible, by Forrest C. Allen. This book occupies an important place in the literature of sports. The author is widely known and immensely popular. Backed by seventeen years coaching experience with fifteen championships, Dr. Allen speaks with authority. No school with basketball interests can afford to be without this book. Price, \$4.

Play Days for Girls and Women, by Margaret M. Duncan and Velda P. Cundiff. This book was written to meet the demand for material on programs for days when girls from several schools come together to play with rather than against one another. This book has more than met that demand. It has done much to stimulate the movement. It is complete, clearly written and well illustrated. Price, \$1.60.

Practical Football, by Guy S. Lowman. This treatise on football represents the wide and successful experience of its author. It is a textbook in football. It stresses the fundamentals of the game and the best methods of teaching them. Many athletic directors of colleges as well as high schools regard this book as one of the very best available in its field. Price, \$3.

Recreative Athletics, prepared by the Playground and Recreation Association of America. This book contains more than two hundred pages printed in small type. It gives literally hundreds of practical suggestions for programs of recreative athletics, games, and sports. A most excellent and complete book. Price, \$1.

Recreational Games and Programs, by John A. Martin. This is a compilation of over two hundred games selected by the National Recreation Association. Some of the games are old ones. Many of them are new. All of them are worthy of a place among the best. All directions are given concisely but in sufficient detail to make direction of the games easy. Price, 50c.

Team Play in Basketball, by J. Craig Ruby. This book is particularly noted for its treatment of systems of play. By scores of drawings and illustrations it points out for the coach systems of play to aid his own team and to defeat the systems of the opponents. It may be thought of as an advanced course in basketball coaching. Price, \$2.50.

The Psychology of Coaching, by Coleman R. Griffith. This book is the product of a psychologist's excursions into the field of athletic competition. It points out in a convincing and interesting manner the fundamental principles underlying the behavior of people as it bears upon the work of coaching. Every coach of competitive athletic contests should have this book. Price, \$2.

The Science of Basket Ball, by Walter E. Meanwell. This is a standard text. Just as its author has been an outstanding coach, so has his book been an outstanding book. Its diagrams, illustrations, and clear, interesting, authoritative discussions make it a classic. Price, \$3.50.

The Technique of Basket Ball Officiating, by James R. Nichols. This is a book that should come into the possession of every basketball official. It tells him just what he needs to know and reminds him of just what he should remember. It is interesting, authoritative, and complete. Its value can not be estimated for one who referees. Price, \$1.50.

SCHOOL DRAMATICS

Dramatics, by Pearle Lecompte. Here is a book that gives in a condensed and interesting way the methods and technique of leadership in dramatics in the secondary school. It is definite, concise, practical, and authoritative. This should be one of the first books to be made available to the director of dramatics. No book in the field offers a greater value. Price, \$1.

Runnin' the Show, by Richard B. Whorf and Roger Wheeler. This is a book of instructions for the amateur stage director. It solves problems of scenery, stage lighting, and miscellaneous stage light and sound effects. It gives sixty illustrations and tells in an interesting and understandable manner the many things in amateur stage director should know. Price, \$1.

Time to Make Up, by Richard B. Whorf. In this book the author, who is an art director and actor, gives a clear description of every phase of the art of make-up. He tells what materials are necessary and describes the methods of using them to obtain any desired effect. The author's clear, concise style of writing and his many pen and ink sketches make this book simple and fascinating, as well as accurate and complete. Price, \$1.25.

SCHOOL PARTIES

400 Games for School, Home, and Playground, by Elizabeth Acker. This book is well known and a standby in most recreation circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and numerous illustrations. It describes every kind of game that schools could use. Price, \$1.50.

Games for Everybody, by May C. Hofmann. This book gives a list of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the recreational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

Handy, by Lynn Rohrbough. This book has, in a very few years, become a standard manual of social recreation. It gives mixing games, active games, social games, mental games, dramatic stunts, social songs, and several chapters on recreation programs and leadership. It is published by the Church Recreation Service, but it is well suited to school use. Price of library edition, \$1.75; of the loose-leaf edition, \$2.50.

Handy II, by Lynn Rohrbough. This new Church Recreation Service book has promise of such wide popularity as its companion, *Handy*. The following section titles will give some idea of the contents of the book: Program Sources, Socializers, Games of Skill, Big Times in Small Places, Table Fun, Treasures from Abroad, Singing Games, Rhythmic Mixers, Quadrilles, Folk Songs. Price of loose-leaf edition, \$2.50.

SCHOOL PUBLICATIONS

Student Publications, by Geo. C. Wells and Wayne H. McCallister. The teachers and students in charge of school publications will find this a practical handbook. It is definite yet broad in its scope. Chapters are given to the school newspaper, the student handbook, the yearbook, the student magazine, and other publications. Price, \$1.

PROGRAMS AND ENTERTAINMENTS

Crazy Stunts, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

50 Successful Stunts, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

High School Stunt Show and Carnival, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

How to Put On an Amateur Circus, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals," and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

COMMENCEMENT.

Commencement, by Gertrude Jones. The vitalized commencement demanded by the modern high school calls for just such a book as this. It introduces the new conception of graduation exercises in a way that makes for an easy transition from the old to the new. It contains a wealth of material to bring about the best results that may be had from commencement exercises. Price, \$1.00.

Commencement Activities, by Harry C. McKown. When this complete, up-to-the-minute book becomes accessible to a school, commencement takes on a new meaning. It becomes the big event of the school year, and as such takes on a thousand new possibilities. This book should be the first cost of every high school commencement. Price, \$2.50.

MISCELLANEOUS

After-Dinner Gleanings, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

Good Times for All Times, by Nina B. Lamkin. This is the most complete book of its kind ever compiled. It is in every sense an encyclopedia of entertainment. In it is described every sort of festival, ceremony, stunt, and entertainment. It contains 8 ceremonials, 14 tableaux, 20 festivals, 24 dances, 24 parties, 50 stunts, 64 stunt races, 120 games and contests, 25 charades and pantomimes, 80 short selected bibliographies and 18 carnivals, shows, and circuses. Price, \$4.

Poems Teachers Ask For, a compilation of poems selected by readers of "The Instructor" as best adapted for school use. All the poems are suitable for reading, reciting, memory work, character study, and similar purposes. The poems, 480 in all, are published in two volumes of 214 pages each. Price, Book I or Book II, \$1.

School Activities is prepared to supply you with books from the BOOK SHELF. Send your order to School Activities, 1212 West 13th St., Topeka, Kansas.

Comedy Cues

For the READER who enjoys a laugh and who reads jokes for his own amusement.
For the ENTERTAINER who needs jokes and other humorous material out of which to produce comedy acts.

For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

SPEEDY RECOVERY.

An old black man who had spent many years in a wheel chair wanted to go on one last coon hunt before he died. So he and his grandchildren, accompanied by several dogs, started out.

Hardly had they penetrated the swamp when they met a bear. All turned tail and ran, leaving poor Grandpap to his fate.

As they came panting into the yard they called: "Oh, mammy, mammy, grandpap done got et up by a b'ar."

"Foolishment what yo' speaks, chillen. Yo' grandpap done come in five minutes ago wid de dogs!"

ACCIDENT.

Mule in barnyard, lazy and sick,

Boy with pin on end of stick,

Kid jabbed mule;

Mule made lurch.

Services Monday in the M. E. church.

WHOA, JACKIE!

A small boy, leading a donkey, passed by an army camp. A couple of soldiers wanted to have some fun with the lad.

"What are you holding on to your brother so tight for, sonny?" said one of them.

"So he won't join the army," the youngster replied, without blinking an eye.

Traffic Cop: Hey, you can't turn this corner!

Sweetie: Make all those other cars get out of my way and I'll show you!

SIGNS OF THE TIMES.

Have you heard about the ex-stock broker who put a sign on his gate reading: "Bill Collectors, Agents, Solicitors, etc., etc. Keep Out! BEWARE OF THE WOLF AT THE DOOR!"—*The Furrow*.

We recently got hold of a sheet of "Newspaper Breaks," where one letter missing or mixed made some ridiculous slips. Read 'em and weep.

Kuida's skull was fractured and he was not given a chance to live by attending physicians.—*Ontario (Cal.) Daily Report*.

Three hundred thousand freshmen will enter American institutions of higher yearning next fall.—*Princeton Seminary Bulletin*.

We have not done any business with persons or firms in America since prohibition came into farce in that country.—London dispatch to *New York Sun*.

The evening was spent in an infernal way, a radio program being the main diversion.—*Kentucky paper*.

And they were married and lived happily even after.—*Church World*.

Send mother a gift of hardly ever-blooming rose bushes.—Ad in *Sioux Falls Argus-Leader*.

Grand Grant is the proud possessor of a brand new sedan and also a new wife, having traded in the old one for which he received a liberal allowance.—*Logan (O.) Republican*.

Woman kicked by husband said to be greatly improved.—Headline in Illinois paper.

Mrs. George died suddenly at her home last night. She had been afflicted with the Congregational church for forty years.—*Peoria (Ill.) Sunday Journal*.

Wanted—Position in cabaret; no bad habits; willing to learn.—*Boston News*.

For the less formal interior . . . unlined draw curtains are helpful in creating an atmosphere of intimate hostility.—*Portland (Ore.) Journal*.

It is proposed to use this donation to purchase new wenches for our park as the present old ones are in a very dilapidated state.—*Carolton (O.) Chronicle*.

I—I didn't know you cared for me. . . . I've always thought of you as just a great big bother.—*Short Story*.

Son: What is the pale of civilization, Pa.

Pa: Oh, some new brand of face powder.—*The Pathfinder*.

SCHOOL ACTIVITIES

The Extra Curricular Magazine

PUBLISHED MONTHLY
DURING THE SCHOOL TERM BY

SCHOOL ACTIVITIES PUBLISHING CO.

1212 West 13th St., Topeka, Kansas

C. R. VAN NICE, EDITOR

R. G. GROSS, BUSINESS MANAGER

Single Copy, 20 cents

\$1.50 per Year

TABLE OF CONTENTS

	<i>Page</i>
Table of Contents.....	1
As the Editor Sees It.....	2
A Community High School Commencement Program.....	3
The Making of a Class Play.....	4
The School Exposition.....	7
These Modern Girls—A Play in One Act.....	9
A Junior-Senior Banquet.....	11
Honor and Activity Points.....	13
Extra-Curricular Activities.....	15
"Yes"	16
GAMES FOR THE GROUP:	
A Clown Party.....	17
Lost Souls.....	18
Commander Byrd Threw Out Groceries.....	19
Stunts for Opposites.....	19
A Tree Game.....	19
A Well Packed Trunk—Our Body.....	20
Duck Race.....	20
The Game of Skills.....	20
STUNTS AND ENTERTAINMENT FEATURES:	
The Race.....	21
The Seven Stages of Woman.....	21
Serving the School Banquet.....	22
For the Speech Club.....	22
Comedy Cues.....	24

A National Educational Society

Social-Professional

THE DELTA CLUB



General Nature

The CLUB was founded by teachers in the active service of the profession. It is a democratic organization that operates without financial profit to further the advancement of educational ideas of a practical nature among its members. It promotes intercourse, co-operation, and the feeling of fellowship among its members, particularly through school activities. The CLUB is interested in the diffusion of activities for the school through its membership.

Membership

EXPANSION PROGRAM FOR 1932.

Not less than five and not more than twenty-five teachers in any public school may petition for a local unit or chapter of this Society, who are directors of some school activity. Single applications for membership can be made direct to the central office.

Annual Awards

The Annual Awards are to be presented to the teachers or students, who, upon proper application, make the most outstanding contribution to the profession in the field of extra-curricular activity. In making these awards, particular consideration will be given to those individuals who contribute a new activity for school work.

For the present, the Annual Awards are to be "The Distinguished Service Key" of the Society. As the funds of the organization increase, it is proposed that the Annual Awards will be given in the form of Summer School Scholarships of \$200.00 each. An announcement of the awards will be made through the press or by a personal letter. The winners of the Awards need not necessarily be members of the Society. The winning awards will be published in SCHOOL ACTIVITIES MAGAZINE.

Invitation

This invitation is extended to all active teachers in the profession who can meet our membership requirements. Junior and Senior students in the school of education of any accredited institution of learning who desire to organize a local chapter are also eligible for membership.

We have made arrangements with the publishers of SCHOOL ACTIVITIES to make the following special offer:

One year subscription to	
SCHOOL ACTIVITIES.....	\$1.50
Delta Club membership for one year...	\$3.50
SPECIAL LIMITED OFFER for both.....	\$3.50

For further information write to:

N. B. MARTIN, Supt. of Schools,
Permanent Secretary,
Rhame, N. Dak.